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## ABSTRACT

GRADES OR AGES: Grade 6. SUBJECT MATTER: Social studies; physical geography of Latin America and Africa. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide, which develops the unit, is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. A separate section lists eight supplementary activities. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition, nine appendixes contain curriculum materials. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

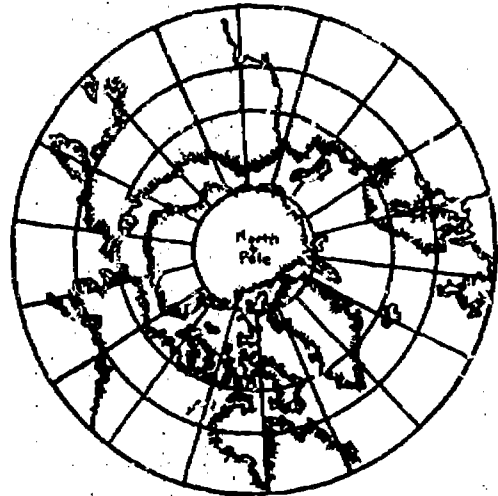
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**PROVIDENCE  
SOCIAL  
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CURRICULUM  
PROJECT**

6

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**PHYSICAL  
CHARACTERISTICS  
RESOURCE UNIT III  
GRADE 6**



**RHODE ISLAND COLLEGE  
PROVIDENCE PUBLIC SCHOOLS**

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# PHYSICAL CHARACTERISTICS OF LATIN AMERICA AND AFRICA

SUGGESTED TIME: 7 - 8 WEEKS

## I. MAJOR UNDERSTANDINGS

1. The children should be made to realize the influence that the physical characteristics have on living conditions, population distributions, and occupations in Latin America and Africa.
2. There should also be an awareness of the fact that living conditions, population distributions, and occupations have an influence on the physical characteristics of these two areas.

## II. AIMS

It is the specific aim of this unit to develop an understanding of the following:

1. Both Latin America and Africa lie in the same general latitudes.
2. Both Latin America and Africa are areas of great diversity in climate and topography.
3. Much of the land area in Latin America and Africa is sparsely populated.
4. Although both Latin America and Africa are rich in natural resources, not all of these have been developed to their full potential.
5. Population distribution in Latin America and Africa has been greatly influenced by climate, topography, and natural resources.
6. The people of Latin America and Africa, through interrelation with physical characteristics of the land, have had an influence on the development of transportation, communication, industry, and agriculture.
7. The physical characteristics of Latin America and Africa have impeded transportation and communication as well as industry in these two areas.
8. Lack of transportation and communication has been a handicap in the slow development of some areas of Latin America and Africa.

## VOCABULARY

Amazón River

climate

communication

Congo River

dam

delta

distribution

environment

Great Rift Valley

harbor

head of navigation

Lake Victoria

Limpopo River

Magdalena River

mouth of a river

navigation

Niger River

Nile River

Orinoco River

Parana River

plain

plateau

population

potential

rapids

source of a river

topography

vertical climate

water

Zambesi River

# PHYSICAL CHARACTERISTICS OF LATIN AMERICA AND AFRICA

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the outstanding physical and topographical features of both Latin America and Africa?	<p>Have the children locate and identify the major features: mountains, rivers, lakes, deserts, islands, plains, plateaus, waterfalls, highlands, and the like. (See Appendix A)</p> <p>Have them read about these features in their texts.</p> <p>As a follow-up activity each child can make physical maps showing mountains, deserts, plains, plateaus, and islands.</p> <p>Trace the important rivers in these two areas from source to mouth. Be sure that they can distinguish 'source' and 'mouth'. In Latin America concentrate on the Amazon, Orinoco, Parana, Magdaiena, and Rio de la Plata.</p>	<p>Large physical wall map of Latin America and Africa.</p> <p><u>Filmstrips</u>  <u>Latin America.</u>            SS-L-10  <u>Geography of Mexico</u>            SS-M-7-d  <u>Central America</u>            SS-I-10</p> <p><u>Fideler: South America.</u> Chapter I  <u>Fideler: Caribbean Lands.</u> Chapter I  <u>Fideler: Mexico</u>            Chapter I  <u>Ginn: Latin America, Africa and Australia</u>            See Highlands, plains, plateaus.  <u>Benefic: How People Live in Central America.</u> pp. 13-14  <u>Benefic: How People Live in Africa.</u>            pp. 8-13</p> <p>Individual outline maps of Latin America and Africa.</p> <p><u>Filmstrips</u>  <u>Life Along the Congo</u>            SS-E-2-d  <u>Amazon River</u> SS-T-8  <u>Nile River</u> SS-N-10  <u>Story of a River</u>            SS-B-12-b</p>

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>In Africa concentrate on the Nile, Niger, Zambezi, and Congo Rivers.</p> <p>Locate the important waterfalls. Especially Victoria and Iguasso.</p> <p>Make individual maps of Latin America and Africa to show the location of the rivers and waterfalls.</p> <p>Discuss the term 'delta'. Have the class locate some of the large deltas in both areas. What causes a delta?</p> <p>A small group might construct a model of a river and a delta using modeling clay or plaster of paris, or flour and salt mixture or mixture of sawdust and wall-paper paste.</p> <p>Use tables in the reference books or almanacs to find the lengths of the largest rivers in both areas. Have the children construct bar graphs to show the lengths of the rivers. A large chart can be constructed to show the important rivers, their lengths, and the place into which they empty.</p>	<p>Ginn: <u>Latin America, Africa, Australia</u>. pp. 41-42, 155-156, 184, 186-188, 248, 251, 266-275, 296-299, 322.</p> <p>Individual Outline maps. Ginn: <u>Latin America, Africa, Australia</u>. pp. 42, 187, 266-267 Ginn: <u>Lands and People of the World. Africa</u> (paper) Diagram Nile Delta p. 48</p> <p>Graph paper Sample in Appendix</p>

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is the significance of the Great Rift in Africa?	<p>The Great Rift in Africa is a unique feature in this area. It is as important here as the great river valley is in South America. Locate the Rift Valley on the wall map. Locate and identify each large lake in this valley.</p> <p>Discuss the importance of this lake system in Africa and how it was formed while pointing out that there is no similar lake system in Latin America. Add the lakes of the Rift Valley to the outline map of Africa which showed the rivers of Africa.</p> <p>Children may construct individual maps to illustrate the different types of climate in each area. Individual rainfall maps can be developed for Latin America and Africa. Enlarged maps to show climate regions of the same area could be made by small groups to be displayed side by side for comparison.</p>	<p>Large wall map of Africa.</p> <p>Benefic: <u>How People Live in Africa</u>. p. 1 Ginn: <u>Lands and Peoples of the World Africa</u> (paper) p. 104 (Good diagram of the Rift Valley)</p> <p>Individual outline maps.</p> <p>Rand McNally Classroom Atlas Benefic: <u>How People Live in Africa</u> Map p. 15 Ginn: <u>Latin America, Africa, Australia</u> pp. 250, 176, 34.</p>



Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do Latin America and Africa compare in size, shape, locations, and climate?	<p>Conduct an oral discussion to make the comparisons. This can culminate in a chart to show the comparisons.</p> <p>See Appendix</p> <p>Locate the harbors (both natural and artificial) and the dams. Discuss the need for harbors and dams and their effects on the areas where they are located. Be sure that the children are aware of the fact that there are many good harbors in Latin America but few in Africa. Perhaps a mural could be made to show a harbor that has been improved. Good example-- Alexandria, Egypt.</p>	<p>Ginn: <u>Latin America, Africa, Australia</u>. pp. 42, 72, 111, 114, 130, 133, 200, 232, 277, 310, 343</p> <p>Ginn: <u>Lands and Peoples of the World-Africa</u> (paper) pp. 123-124</p> <p>Koriba Dam p. 38 Aswan Dam See - Ginn: <u>Latin America, Africa, Australia</u>. p. 277</p>
Locate and compare the important mountain ranges of Latin America and Africa.	<p>Make a chart illustrating the highest peaks, their names and locations.</p> <p>Make a profile chart to show the cross-sections of some of the highest peaks in Latin America and Africa.</p> <p>The class might like to make individual charts for its notebooks. Have some children model physical feature maps of Latin America with modeling clay or plaster or flour and salt mixture.</p>	<p>Diagram in Appendix</p>

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the similarities and differences between the physical features of Latin America and Africa?	As a class exercise, discuss differences and similarities and then the teacher can develop with the class a chart contrasting the physical features of both areas.	Fideler: <u>Africa</u> pp. 22-32 Fideler: <u>Caribbean Lands</u> . pp. 30-47 Fideler: <u>South America, Africa, Australia</u> . pp. 32-34, 13-19, 74-75, 105-106, 171, 175-176, 287, 288, 315, 344. Benefic: <u>How People Live in Central America</u> . pp. 14-15
What factors influence the climate and weather in Latin America and Africa?	Identify and describe the major climatic regions of both areas. Discuss the reasons for the different climate regions in each area: Distance from the equator Height of Land (vertical climate) Amount of rainfall Ocean currents Wind directions Seasonal distribution of rain, etc.	
What is the pattern of population distribution in both Latin America and Africa?	Study the population maps in the atlas and texts. On large wall maps of Latin America and Africa, point out the areas of dense population and have the children speculate as to the reasons for heavy populations in some areas and very sparse populations in others.  Have the children construct population maps for each area.	Ginn: <u>Latin America, Africa, Australia</u> . Map p. 253 Tables pp. 393-395 Fideler: <u>South America</u> . Map p. 70 Fideler: <u>Africa</u> pp. 63, 65, 137 Map. p. 64 Fideler: <u>Caribbean Lands</u> . pp. 19, 90-92 Map p. 91 Outline maps Rand McNally: Classroom Atlas

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How has the population distribution in both Latin America and Africa been influenced by climate, topography, and natural resources?	Perhaps the children could arrange before them on their desks the individual physical features, climate, rainfall, and population maps which they have constructed. See if they can discover a relationship between the densely populated areas on their map and the physical, climatic, and rainfall conditions of these same areas. Elicit the idea that people prefer to live where climate and topography are favorable, and communication and transportation readily available.	<u>Transparencies</u> Title II-TRSS-43d South America Title II-TRSS-43e Mexico and Caribbean Lands Title II-TRSS-43h Africa  These have overlays for climate.
How do environmental conditions affect the lives of the people of both Latin America and Africa?	Through the use of pictures, filmstrips, and reading investigate life in different types of areas such as: a desert a river valley a mountain plateau a lowland plain a coastal area, etc. Investigate the climate, rainfall, physical setting, natural resources, type of homes, type of clothing, occupations, communications and transportation.	<u>Filmstrips</u> Africa SS-E-2-a through e Life Along the Nile SS-E-2-e Life in Desert Lands SS-B-12-d Highlands of Kenya SS-E-2-b Desert to Forest in Chile. SS-S-10-d Mountain Farmers of Columbia SS-S-9-b Amazon Village SS-S-10-e Along Equator in Ecuador SS-S-9-c Inca Lands in Peru SS-S-9-d

Physical characteristics (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What effect do the people have on the environment of both Latin America and Africa?	<p>There is a reciprocal action between the people and the environment.  Help the children to realize that not only does environment play a part in the lives of the people, but the people have a definite effect on the land and the use of the land.  Stress the idea of the <u>people's choice</u>.</p> <p>An example is the development of Brasilia. Have a person or a small group give a special report about Brasilia.</p> <p>The class might construct a mural "How Man Has Changed His Environment"</p> <p>Develop the understanding that in some areas people do not have as much effect as might be possible due to:</p> <ul style="list-style-type: none"> <li>Poverty</li> <li>Lack of Education</li> <li>Lack of Technology</li> <li>Isolation</li> <li>Hostile geographical environment.</li> <li>Attitudes toward nature</li> <li>Social structure- class in Latin America, tribal in Africa; extended families</li> <li>Socio-Religious beliefs e.g. wealth measured in cattle.</li> <li>Force of tradition</li> </ul>	<p>Brasilia  Fideler: <u>South America</u>. pp. 141-144  Burdett: <u>Learning About Latin America</u> p. 283  Encyclopedias.</p> <p><u>Filmstrips</u>  Farmers of Argentina SS-S-10-a  New Coffee Lands of Brazil SS-S-10-f  New Venezuela SS-S-9-a  Pan American Highway SS-S-9-f  Puerto Rico SS-P-10  Bolivia SS-B-11  Highland People of Bolivia SS-S-9-e  Paraguay SS-S-10-c</p>

Physical characteristics (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do the cities of Latin America and Africa, as they exist today, reflect the cultural, economical, political, and social aspects of life? Show how these aspects are common characteristics of all cities.	<p>Show filmstrips of cities in both areas: Select cities from Mexico, Central, America, West Indies, South America, and Africa. Assign a city to each child to trace its development. Find out its:</p> <ul style="list-style-type: none"> <li>Location</li> <li>History</li> <li>Places of Interest</li> <li>People</li> <li>Occupations</li> <li>Industries</li> <li>Communication</li> <li>Transportation</li> <li>Recreation</li> </ul> <p>Have the child report to the class to show how these cities serve the wants and needs of the people. Have the children discuss ways in which all cities are alike.</p>	<p><u>Filmstrips</u>  <u>African Cities</u>  SS-C-53-a through i  <u>South America</u>  SS-H-22-a through j</p> <p><u>Ginn: Latin America</u>  <u>Africa, and Australia</u>  See names of cities  <u>Benefic: How People</u>  <u>Live in Central America</u>  p. 51  <u>Fideler: South</u>  <u>America.</u> pp. 109-110  133-141, 144-145,  190-192  See separate countries  <u>Fideler: Africa</u>  p. 136-145  <u>Fideler: Caribbean</u>  <u>Lands.</u> pp. 92, 93, 93m  See separate countries  Encyclopedias.</p>

## RELATED ACTIVITIES

1. Keep a scrapbook of materials found in current magazines and newspapers on either Latin America or Africa. Supplement the articles with a collection of pictures.
2. Write reports on books read about Latin America and Africa and make drawings to illustrate the written reports.
3. Correspond with children in either Latin America or Africa. This might be done through the Junior Red Cross.
4. Make murals or series of pictures depicting some parts of Latin America or Africa.
5. Prepare a large chart on the basic facts regarding countries of Latin America or Africa.

Country	Square Miles	Population	Capital	Chief Products
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6. Have a child or children play the part of a tourist or tourists and take the class on a tour of either Latin America or Africa pointing out major points of interest.
7. Collect stamps and coins of Latin America and Africa that show the history and life of nations in these areas.
8. Make papier mache animals of Africa.

## EVALUATION

1. Can the children locate and identify the outstanding physical and topographical features of Latin America and Africa?
2. Are they familiar with the different types of land forms found in both Latin America and Africa?
3. Are they able to recognize the similarities and differences between the topographical features of Latin America and the topographical features of Africa?
4. Is there an understanding of the factors that influence climate and weather in Latin America and Africa?
5. Can the children make a comparison of Latin America and Africa in terms of size, shape, location, and climate?
6. Is there an awareness of the extent to which environmental factors influence the lives of the people in Latin America and Africa?
7. Are they acquainted with the pattern of population distribution in both Latin America and Africa?
8. Are they able to examine and evaluate the factors which influence these patterns of population distribution?
9. Is there a realization of the influence that climate, topography, and natural resources has on population distribution?
10. Can they demonstrate how people have improved their habitat?
11. Are the children aware of the fact that the people and the physical characteristics are interrelated?
12. Is there a recognition and comprehension of the change and development that has resulted from this interrelationship in transportation, communication, industry, and agriculture?
13. Do they realize how the interaction of the people with the physical characteristics has resulted in or not resulted in the development of cities in both Latin America and Africa?
14. Can they analyze the cultural, economic, political and social aspects of life in the cities of Latin America and Africa as they exist today and do they realize that these aspects are common characteristics of all cities?
15. Are they able to associate and compare these aspects of the cities of Latin America and Africa with their own city and other cities in the world with which they are familiar?

## A. LATIN AMERICA

MOUNTAIN RANGES	CHIEF RIVERS-LOCATION	LAKES - LOCATION
Andes Brazilian and Guiana Highlands Sierra Madre Western Sierra Madre Chiapas Highlands (S.E. Mexico)	Amazon Brazil Orinoco Venezuela Rio Grande Mexico Rio de la Plata Argentina Guayas Ecuador Rio Negro Brazil São Francisco Brazil Magdalena Colombia Paraná Brazil Medetra } Purus } Brazil Igaçu } Paraguay Brazil & Paraguay Paraguay Uruguay Brazil Tapajós Brazil San Juan Costa Rica Artibonite Haiti Tuira River Panama Pánucc } Grijalva } Mexico Coatzacoaleos } Usumacenta } Rio Para Brazil	Maracaibo Venezuela Titicaca Bolivia Nicaragua } Managua } Nicaragua Etang } Suamâtre Haiti Xochimilco } Magdalena } Mexico Chapala } Pátzcuaro } Cuitzeo }
FRAKE -LOCATION	DAMB- LOCATION	LARGEST DESERTS
Trujilla Dom. Republic Mt. Aconcagua Argentina. Mt. Roraima Venezuela Pico da Bandeira Brazil Popocatepetl Mexico Mt. Chimborazo Ecuador Mt. Huascaran Peru Mt. Orizaba Mexico Mt. Ancohumá Bolivia Ixtacihuatl Mexico Parícutin Mexico	Cárdenas Elephant Butte Falcon - Mexico	Atacama Chile Sonora Mexico Vizcaino Mexico Patagonian Plateau Argentina
WATERFALLS --LOCATION	ISLANDS	VEGETATION BELT OR NATURAL REGIONS
Iguassú Argentina &Brazil Paulo Afonso Brazil Angel Falls Venezuela	West Indies (Hispaniola, Cuba, Jamaica, Puerto Rico, Trinidad, Windward Islands, Leeward Islands) Galápagos Islands, Tierra del Fuego, Falkland Islands	forests grasslands with trees (savannas) grasslands without trees brush or scrub, desert plants (bare of vegetation)



A. Latin America (cont'd)COASTAL WATERS

Atlantic Ocean  
 Pacific Ocean  
 Caribbean Sea  
 Gulf of Mexico  
 Gulf of California

CLIMATIC REGIONS

Savanna  
 Rainforest  
 Steppe  
 Desert  
 Vertical  
 Mediterranean  
 Humid Subtropical  
 Marine

HARBORS

Rio de Janeiro  
 Buenos Aires  
 Valparaiso  
 Guyaquil  
 Callao  
 Santos  
 Recife  
 Salvador  
 LaGuaira  
 Havana  
 Veracruz  
 Montevideo  
 Port of Spain  
 Acapulco  
 Mazatlán  
 Manzanillo  
 Port-S-Prince  
 Santo Domingo  
 San Juan

## B. AFRICA

<u>MOUNTAIN RANGES</u>	<u>CHIEF RIVERS</u>	<u>CHIEF LAKES</u>
Ahaggar Atlas Drakensberg Ruvenzori Tibesti Guinea Highlands	Congo Limpopo Niger Nile Orange Zambezi	Albert Chad (dry) Kariba Nyasa Rudolf Tanganyika Victoria Edward
<u>PEAKS</u>	<u>DAMS</u>	<u>LARGEST DESERTS</u>
Mt. Kilimanjaro Mt. Kenya	Kariba Aswān Owen Falls	Kalahari (south) Namib (south) Sahara (north)
<u>LARGEST WATERFALLS</u>	<u>ISLANDS</u>	<u>LOCATION</u>
King George's Stanley Tugela Victoria Murchison	Madagascar Príncipe São Tome Fernando Póo  Medeira Cape Verde Canary  Comoro Islands Réunion Mauritius	Indian Ocean  Gulf of Guinea  Atlantic Ocean  West of Madagascar East of Madagascar East of Madagascar
<u>NATURAL REGIONS</u>	<u>COASTAL WATERS</u>	<u>BEST NATURAL HARBORS</u>
forests grass lands deserts	Mediterranean Sea Red Sea Indian Ocean Atlantic Ocean	Alexandria Capetown Port Elizabeth Tripoli Tunis

CLIMATIC REGIONS

## C. WORLD CLIMATES

<u>TYPES OF CLIMATE</u>	<u>MAJOR AREAS</u>	<u>DESCRIPTION</u>
Tropical Rainforest	Central Brazil, African Congo, Central America, coast of Colombia, West Indies.	Hot, very wet all year. More than 80 inches of rain annually.
Tropical Savanna	North and South of African Congo and of Brazilian jungle, part of Central America and West Indies.	Hot all year, short dry season. About 60 inches of rain annually.
Dry subtropical Mediterranean	Central Chile, South Africa, part of North Africa.	Long, dry summer; mild rainy winter.. About 20 inches of rain annually.
Humid subtropical	Coast of Southeast Africa Southeast corner of Brazil Pampas of Argentina, Uruguay.	Long, wet summer; short wet winter. About 50 inches of rainfall annually.
Desert	Baja California, Northern Mexico, North Africa, Central Chile, coast of Southwest Africa, central Argentina.	Hot, dry, less than 10 inches of rain annually.
Marine	South Africa, Southern Chile, coast of southern Argentina.	Variable climate but no extremes in winter, or summer, abundant rainfall.
Humid Continental		Hot in summer, cold in winter, enough rainfall for farming-- 20-40 inches annually.

## World Climates (cont'd)

Dry continental Steppe	Eastern Argentina, Mexico, southern Argentina, part of South Africa and of Central Africa.	Hot in summer, cold in winter, from 10-20 inches of rain annually.
Vertical	Mountain regions	The higher the altitude, the colder the climate.
Polar	— — —	Cold almost entire year, little rain or snow.

## CHART

## LONGEST RIVERS OF AFRICA

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Name	Length	Empties Into
Nile	4145	Mediterranean Sea
Niger	2600	Gulf of Guinea
Congo	2718	Atlantic Ocean
Zambesi	1600	Indian Ocean
Orange	1300	Atlantic Ocean

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## LONGEST RIVERS OF LATIN AMERICA

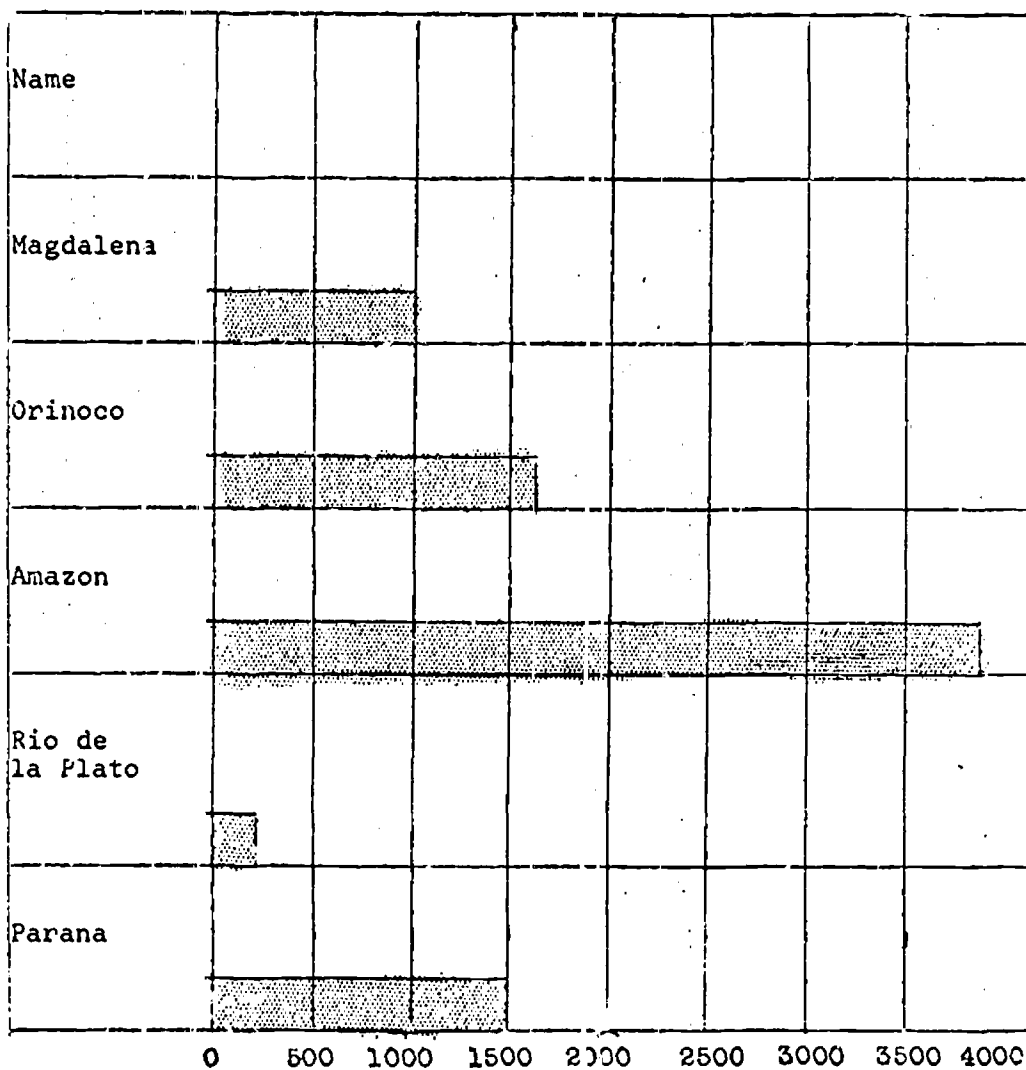
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Name	Length	Empties Into
Amazon	3900	Atlantic Ocean
Orinoco	1700	Atlantic Ocean
Parana	2500	Rio de la Plata
Rio de la Plata	200	Atlantic Ocean
Magdalena	1000	Caribbean Sea

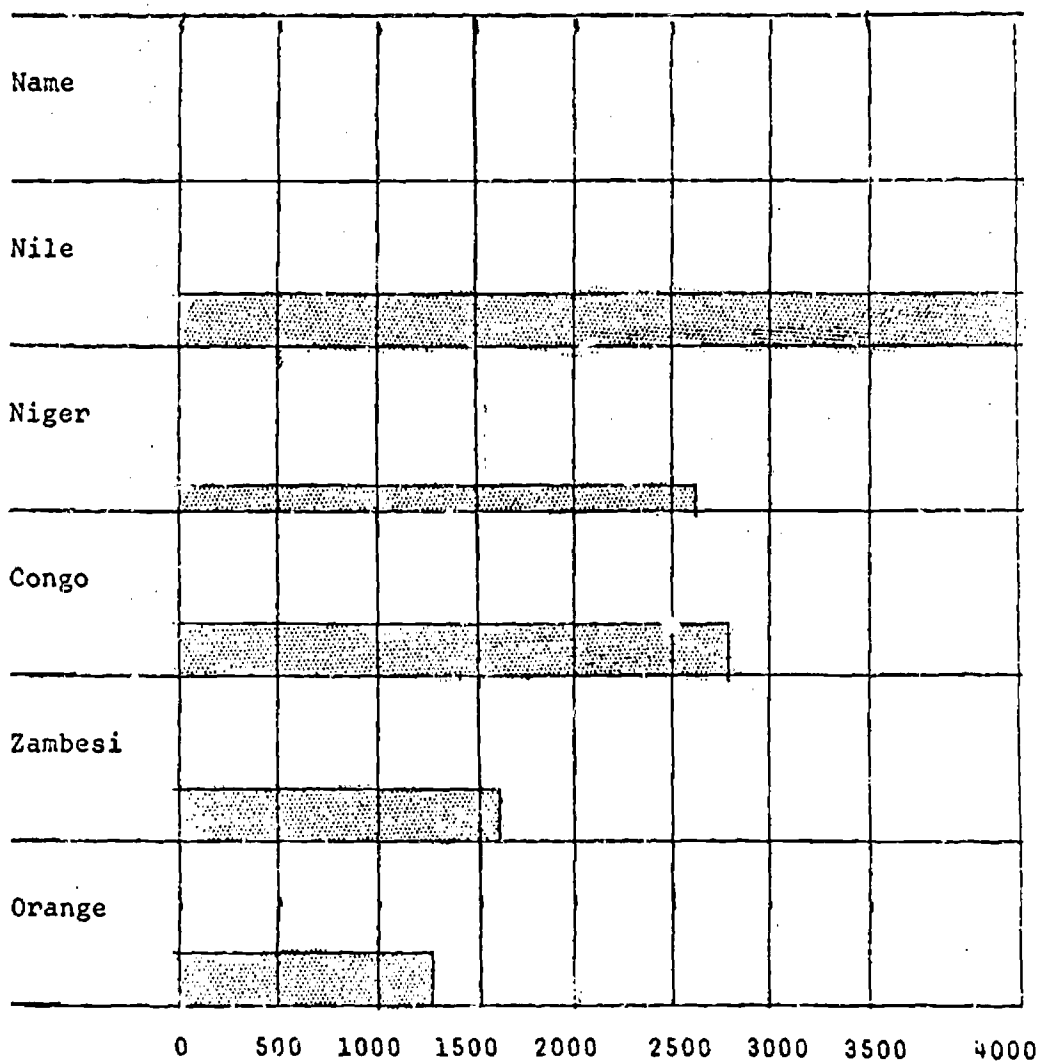
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## E, COMPARISON CHART

	SOUTH AMERICA	AFRICA
Size	6,800,000. sq. miles	11,500,000. sq miles
Location	West of Atlantic Most of continent below equator.	East of Atlantic Equator passes through center
Shape	Triangular Widest in North	Triangular Widest in North
Climate	Tropical to Temperate	Mostly tropical
Land Forms	Very high mountains Plateaus Amazon Lowland	Mostly Plateau
Rivers	Most navigable upstream for long distances	Most not navigable for long distances
Lakes	Few important ones.	Chain of large lakes.

F.  
GraphLONGEST RIVERS OF  
LATIN AMERICA  
(Round Numbers)

Lengths in Thousands of Miles  
From Reader's Digest Almanac 1966

G.  
GraphLONGEST RIVERS OF AFRICA  
(Round Numbers)

Lengths in Thousands of Miles  
From Reader's Digest Almanac 1966



# H. Profile Chart

## SOME OF THE HIGHEST PEAKS IN LATIN AMERICA AND AFRICA

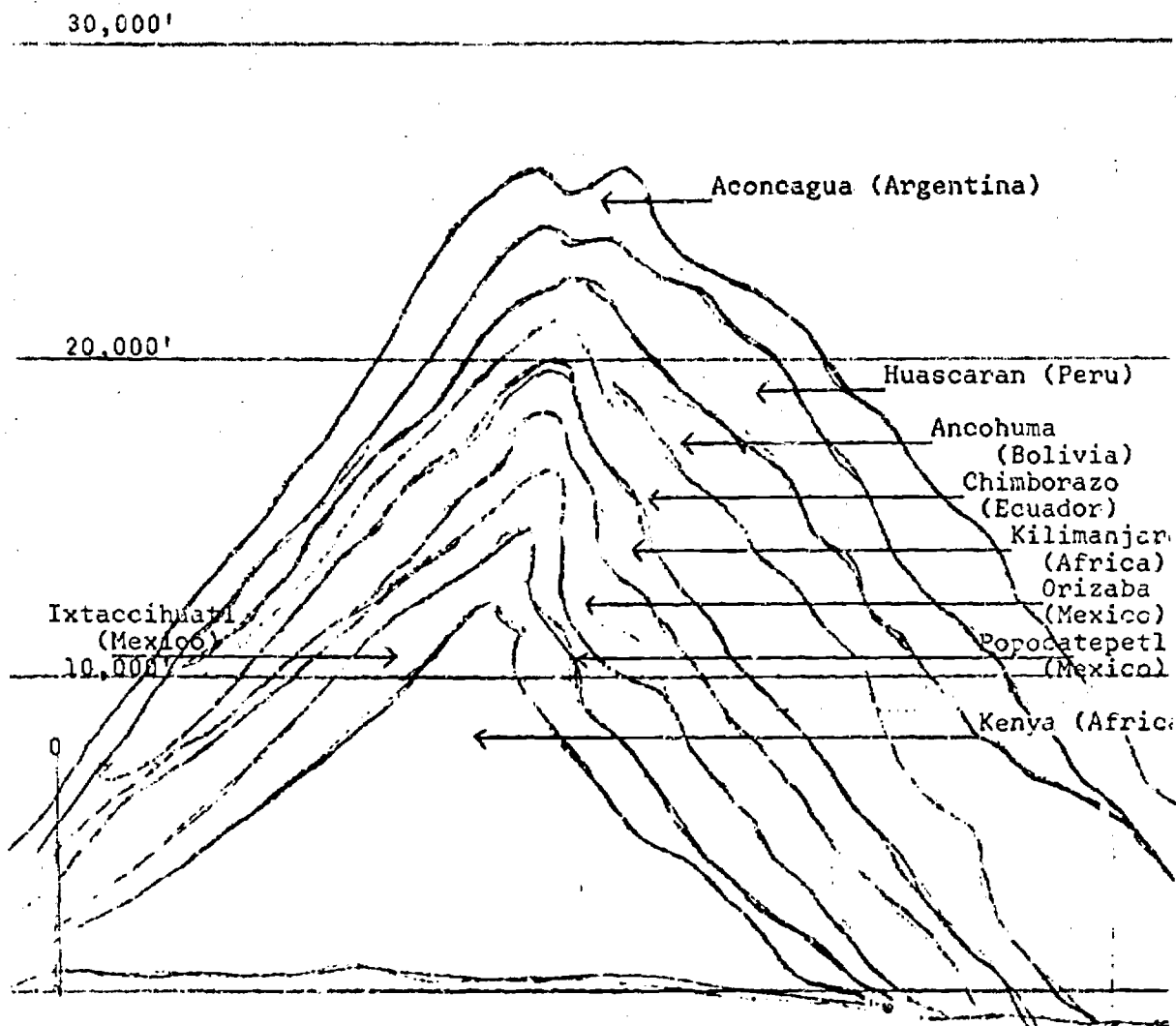


Diagram shows how a great block of  
earth dropped down to form Rift  
Valley

